DOCUMENT RESUME

ED 401 249 SP 036 986

AUTHOR Merryfield, Merry M.
TITLE In the Global Classroom: Teacher Decision-Making and Global Perspectives in Education.
PUB DATE 4 Apr 94
NOTE 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4, 1994). Contains small type.
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Classroom Techniques; *Critical Thinking; *Cultural Pluralism; *Decision Making; Elementary School Teachers; Elementary Secondary Education; *Global Approach; Higher Education; *Multicultural Education; Political Issues; *Reflective Teaching; Secondary School Teachers; Social Problems

ABSTRACT

Classroom teachers and teacher educators involved in implementing global education in schools have described their efforts as making connections across cultures and civilizations and across global issues instead of teaching them separately; identifying historical antecedents to current world issues and problems; linking global content to the lives of one's students; and teaching tolerance and appreciation of cultural differences. Research was undertaken to learn: the major principles guiding teachers' instructional decision-making as they teach about the world and the contextual factors identified as most important in influencing these principles. The study began with observation of 6 teachers (2 elementary, 2 middle, and 2 secondary) from a large urban district and 6 teachers from a small, affluent, suburban district during the 1990-91 academic year. Follow-up interviews were held after each class with each teacher. Several guiding principles were found: (1) study diverse cultures and emphasize multiple perspectives, comparisons, and tolerance; (2) use major themes to organize and integrate global content; (3) have students make connections across time and space; (4) connect content to students' lives; (5) emphasize skills in higher level thinking and research; and (6) employ a variety of teaching strategies and instructional resources. Underlying these approaches was a common belief in cultural diversity as positive and a focus on skills in higher level thinking, research, and decision-making. (Contains 47 references.) (JLS)

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In the Global Classroom: Teacher Decision-Making and Global Perspectives in Education

Merry M. Merryfield
The Ohio State University
249 Arps Hall
1945 N. High Street
Columbus, OH 43210

Presented to the American Educational Research Association,
New Orleans, April 4, 1994

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As Americans look towards the twenty-first century, there is increasing concern that schools today are not adequately preparing students for the challenges of a changing world (Boyer, 1983; Council on Learning, 1981; National Governors' Association, 1989). Much has been written about the need to infuse global perspectives in education so that students will understand and benefit from the increasing interconnectedness of the world's cultures, economies, and political relationships (Becker, 1979; Goodlad, 1986; Tye, 1990).

According to the conceptual literature, teaching about the world from a global perspective differs in several elements from the traditional approaches to studying other peoples through world geography, U.S. foreign policy, or the history of world civilizations. First, global perspectives in education focuses as much on cultural universals, those things all humans share in common, and perspective consciousness, knowledge and appreciation of other peoples' points of view, as it does on cultural differences (Alger & Harf, 1986; Case, 1991; Hanvey, 1976; Kniep, 1986). Second, the world is seen as a system in which technological, ecological, economic, and political issues can no longer be effectively addressed by individual nations because the issues literally spill over borders and regions (Becker, 1979; Hanvey, 1976; Kniep, 1986). A third element in global perspectives is the recognition that each of us makes choices that affect other people around the world, and others make choices that affect us (Anderson, 1979; Alger & Harf, 1986; Hanvey 1976; Lamy, 1987). Because of these interconnections or interdependence, global education includes goals of decision-making, participation, and long-term involvement in the larger world beyond our borders as well as in the local community. Scholars have also included other elements, such as global history (Kniep, 1986), the changing nature of world actors and transactions (Alger & Harf, 1986; Lamy, 1987), and persistent global problems and issues (Kniep, 1986).

Classroom teachers and teacher educators involved in implementing global education in schools have described their efforts in global education as (1) making connections across cultures and civilizations and across global issues instead of teaching them separately, (2) identifying historical antecedents to current world issues and problems, (3) linking global content to the lives of one's students, and (4) teaching tolerance and appreciation of cultural differences (Merryfield, 1992a, 1992b).

Although there has been considerable rhetoric about the need for global education, little attention has been paid to how teachers are actually teaching about the world, its peoples, and global issues. There is much conceptual literature that describes the goals, elements, or rationale for global perspectives in education, yet we know very little about what actually happens in globally-oriented classrooms or how teachers make instructional decisions on teaching about the world.

Within social studies education scholars have studied teachers as instructional

decision-makers and delineated some important contextual factors that relate to how teachers make decisions. Researchers have concluded that teachers vary in how they perceive their overall roles in planning instruction and curriculum (Brown, 1988; Marsh, 1984; Stodolsky, 1988; Thornton, 1985). Although some studies have indicated that teachers are affected by colleagues (Levstik, 1989) and other factors within the school building and community (McNeil, 1986; White, 1985), other studies have found teachers' instructional decisions are influenced by instructional materials, particularly textbooks (Lydecker, 1982; McCutcheon, 1981), concerns over classroom management (Tyland, 1985; Parker & Gehrke, 1986) and perceptions of what instruction is appropriate for their students (Cornbleth, Korth & Dorow, 1983). Other studies have identified teacher's underlying beliefs, values, and experiences as primary influences in shaping instructional decisions (Cornett, 1987; Merryfield, 1993; Shaver, Davis & Helburn, 1980; Thornton & Wenger, 1989; Wilson, 1982). In summing up his recent review of teachers as curricular-instructional gatekeepers, Thornton (1991) called for more qualitative studies of exemplary practice in order to understand the classroom realities of instructional decision-making. These sentiments are echoed by other educators (Cornbleth, 1991; Wilson & Wineburg, 1988) and educational research in general as evidenced in recent paradigm shifts towards interpretive or constructivist theories.

My inquiry into teacher decision-making and global perspectives grew from this literature and my own experiences and concerns. First, as a professor in a graduate program in global education, I wanted to learn more about how teachers make instructional decisions as they teach about the world, particularly in courses and school systems that are purported to address global perspectives. Do exemplary teachers teach the essential elements of global education as developed in the conceptual literature? Have they developed other elements of global perspectives? Second, I saw a paradox between some of the literature in social studies that tells us about many discrete factors that affect teachers' instructional decisions and the more broadly-based literature about teacher thinking that decries how little we know about the complexities of the processes (Calderhead, 1987; Clark & Peterson, 1986; Connelly & Clandinin, 1988; Elbaz, 1981; McNair, 1978-1979; Shavelson, 1983; Shavelson & Stern, 1981; Yinger & Clark, 1982).

Third, from my own experiences in teaching and in research in classrooms in the U.S. and several African nations, I was convinced that most researchers in social studies and global education don't spend sufficient time in observing practice, in systematic reflection with respondents, and in analyzing data to understand the complexities of instructional decision-making. From the outset of the study I wanted to address concerns over the lack of prolonged engagement, persistent observation, and idiographic interpretation (see Lincoln & Guba, 1985) that I perceived as limitations in the extant

body of knowledge about teacher decision-making, social studies, and global education.

The overall goal of the study, "Teaching About the World," was to document how exemplary teachers make instructional decisions about the content and process of globally-oriented courses over an entire school year. In this paper I will address two major questions: (1) what were the major principles guiding the teachers' instructional decision-making as they taught about the world, and (2) what were the contextual factors that the teachers identified as most important in influencing these principles?

The Process of Inquiry

The study sought to document how outstanding teachers make decisions about teaching about the world. Consequently, school districts were chosen based upon their commitment to global education as demonstrated through course development, allocation of resources, and staff development. The teachers were selected through recommendations from district and building administrators, their achievements in teaching and curriculum development related to global education, and their willingness to participate in a year-long study. Each of the twelve teachers is considered exemplary by his/her school district and building administrators. Six teachers (two elementary, two middle, and two secondary in each district) were selected from a large urban district. Their classes were predominately working-class African American and white students; most classes had a few new immigrants from Asia and the Middle East. The other six teachers were selected from a small, affluent suburban district. While the vast majority of their students were middle class white students, most classes had one or more students from Asia or the Middle East.

Once a week from September 1990 through May 1991 I and my doctoral student, Ann Ratliff, observed the teachers as they taught courses in world history or world cultures/regions. Steve Winslow, another doctoral student, also worked with us during the first three months of the study. We recorded what was said by teachers and students during instruction and prepared transcripts of each class period that also included teacher and student actions, the use of instructional materials, and the physical arrangement of the room. Each observation was followed up with an interview, either after class if possible or by telephone on the evening of the observation. The interview questions grew out of the observation notes and most frequently asked the teacher to explain why he or she had made particular instructional decisions.

From the beginning of the study considerable attention was given to having the teachers identify contextual factors--for example teacher beliefs and experiences, mandated courses of study, instructional materials and other resources, student characteristics, team-teaching, parents, state tests, and so forth--that influenced instructional decision-making. The teachers helped improve written constructions of their perspectives through formal member checks, sessions where the teachers reflected upon and discussed raw data and

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tentative findings. At regular intervals each teacher examined all the observational and interview data for his or her own case study in order to review and think about decisions, content, strategies, students, and the myriad components of classroom teaching. Teachers were encouraged to help us understand, interpret and articulate their perspectives on teaching and learning. New questions were continuously developed from observational and interview data and from discussions during the member checks. Literally thousands of questions were asked over the year. Questions encompassed choices of content, time allocations, instructional materials, teaching strategies, and issues related to student motivation, learning, and evaluation. Some questions were posed to all teachers, such as "what were contextual factors affecting the planning of today's lesson?" Other questions were specific to a teacher's instruction, such as "why did you change the group work assignment in the middle of class today?"

Tentative findings grew out of content analysis of the "3 x 5 shuffle" (as described by Lincoln and Guba 1985, 332-356). Each sentence (or groups of sentences in some cases where meaning might otherwise be lost) was keyed as to teacher and date, then cut apart and categorized to answer questions related to content, process, contextual factors and several other aspects of instruction. The study produced over 2,500 pages of raw data. The teachers and I examined every line (and categorized and recategorized the data) at least six times during the study. I also interviewed the teachers' building principals, school district administrators, and curriculum supervisors in order to understand better the larger contextual factors of school climate, constraints on teacher decision-making, and the impact of parents and the community on teachers' instruction about the world.

These data and findings were used to develop different frameworks for understanding how teachers make decisions about teaching about the world (see Merryfield 1993 and 1994 for other papers written from the study). The last step in data analysis for this paper focused solely on decisions about global content, loosely defined as knowledge, skills or attitudes taught in order that students understand the world and its peoples. All decisions related to global content that were documented in the observations and interviews were analyzed as to (1) the guiding principles underlying the decision and (2) the contextual factors that the teacher identified as influencing the decision. From these analyses a profile of decision-making was developed for each teacher. In a final member check, each teacher examined his or her profile and improved its construction.

It should be noted that this paper is not written as a case study or ethnography and does not focus on description of classroom instruction or decision-making as it takes place. I am focusing here on two major constructs--guiding principles and major contextual factors--that characterize teacher decision-making on global content. In another work in progress, <u>In the Global Classroom</u>, I am developing case studies with sufficient thick

description to take the reader into the classrooms and lives of these teachers so that the reader can experience instructional decision-making in situ. Although qualitative researchers may be able to provide sufficient thick description of one case in a journal length article or professional presentation, I have found that I need more space and time to develop comparative cases (see also Merryfield 1986 & 1992c).

In the first part of the findings below there are individual decision profiles organized by (1) the principles underlying the teacher's decisions on global content, (2) the contextual factors that heavily influence that principle, and (3) an example of an instructional decision guided by that principle. In second part of the findings I compare the teachers' profiles for commonalities and differences.

Carl's Profile[1]

Teaming with Robert, Carl taught fourth and fifth graders in an urban elementary international magnet school. He has certification in elementary & special education, a MA in global education and was in his sixth year of teaching at the time of the study.

(1) **Guiding principal: Relate global content/interconnections to students' backgrounds and interests.**
Contextual factors:
•Carl's beliefs that learning must meet student needs and interests
•Student characteristics: fourth/fifth graders, 9 boys, 17 girls, diversity in class, race, a "u-shaped" ability curve, some students with significant learning or behavioral problems
•Parents who are, in general, supportive and involved
•Conflict with district's competency-based testing
•Problem with "too much going on" in building that takes time away from instruction in his classroom
Example: 4/30 Students plan a garden based on their interests and what they have learned from a unit on agriculture and technology.

(2) **Infuse global content through interdisciplinary themes such as conflict, technology, culture, people's contributions to the world past and present.**
•Carl's degrees in elementary ed and global ed
•Teaching in an international magnet school
•Carl's teaming partner's experience and materials
Example: In unit on technology, students do scientific experiments, examine the history of the plow, and learn from literature about how technology affects people's lives.

(3) **Use current events.**
•The conflict in the Persian Gulf
•Carl's interest in the news
•Students' questions, fears, family experiences
•Availability of local and national newspapers, speakers, other resources in community
Example: Carl's first six-week unit focuses on the conflicts in the Middle East and Persian Gulf.

(4) **Train students to find and make use of different types, sources, perspectives on global content.**
•Carl's belief in teaching "how" to learn
•Carl's valuing of multiple perspectives
•Course of study[2] skills
•Carl's cross-cultural experiences in Denmark
•Student diversity in race, ethnicity and class
Example: 2/14 Students report on their community poll about people who have made important contributions to the world.

(5) **Prepare students to be independent learners who take responsibility for their own actions.**
•Carl and his teaming partner's commitment to open classrooms, informal learning, and cooperative learning
•The principal's support
Example: 10/3 Students begin to design a research project to answer their own questions on the Middle East or Persian Gulf conflict.

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[1] Names of the teachers have been changed.

[2] Course of study refers to the legal document that outlines the content (knowledge, skills and attitudes) mandated by the school district and approved by the state.

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Robert's Profile

Teaming with Carl, Robert taught fourth and fifth graders in an urban elementary international magnet school. He has certification in elementary education, a BA in history and was in his 19th year of teaching.

(1) **Guiding principle: Integrate the students' cultural heritages with the interconnections of the world past and present.**
Contextual factors:
•Robert's belief in building on students' experiences and interests
•Roberts' teaming with Carl and their joint decision-making.
•The course of study.
Example: 10/17 In unit on migrations, students traced movement in their family's history and compared them with major global migrations.

(2) **Develop a sense of community through cooperation, participation, and tolerance.**
•Robert's valuing of the class as a caring community
•Robert's beliefs in actively dealing with prejudice and intolerance
•Robert's concern that students have input into instructional/class decision-making
•Diversity in student backgrounds and abilities
•Support from parents as helpers inside and outside the classroom
•School's mission in building a community
Example: 9/4 Students developed a bill of rights for the class.

(3) **Approach global education through interdisciplinary themes such as culture, conflict, migrations and technology and through mandated skills in reading, writing, and comprehension.**
•Robert's commitment to interdisciplinary instruction
•Teaching in an international magnet school
•Units are developed with Carl, his teaming partner
Example: 10/3 Students examined the geography and economics of transportation petroleum and trade affects current conflicts in the Middle East.

(4) **Provide a wide range of perspectives, materials, hand-on experiences, and discovery activities.**
•Robert's experiences in teaching
•Interests of the students
•Planning with his teammate
Example: 2/8 Students experimented with different ways of cleaning up an oil spill as a follow-up activity to a discussion of the oil spill in the Persian Gulf.

(5) **Use literature (both fiction and non-fiction) to provoke questions that lead to student research about people and their worlds.***
•"Children's literature gets first priority." Robert values a literature-based approach to learning.
•School program is literature-based.
•Local library allows 2000 books a year to be used by Robert and Carl's students.
Example: 12/6 The children selected and read books about people or families going through migration or immigration and then wrote poems about the travels described in the book.

Meg's Profile

Meg taught fourth graders in a suburban elementary school. She has certification in elementary education and was in her seventh year of teaching at the time of the study.

(1) **Guiding principle: Infuse global content into all subjects through a variety of methods, materials and perspectives.**
Contextual factors:
•Meg's interest in other cultures dating from a middle school course, "Afro-Asian World"
•A mentor teacher and the fourth grade team
•Course of study topics
•Inadequate texts, available materials/resources in school and community
•Considerable curricular flexibility
•District very supportive of global education
•Availability of materials and resources
Example: Every morning Meg began the school day with a handwriting exercise on a culture, country, or person from around the world.

(2) **Environmental and cultural issues are important integrating themes.**
•Meg's interest and expertise in environmental education and geography
•School's instructional materials (e.g., Voyage of the Mimi)
•Tie-in with course of study topics such as oceans, deserts.
•Student interests
Example: 11/4 Students examined oceans through oceanography, people's use, marine live, and literature.

(3) **Teach students to work cooperatively to make hypotheses, think critically, find and use global content to address real life problems.**
•Meg's valuing of cooperative learning, educated guesses and student research/problem-solving
•Course of study skills
•Four students out of 22 have learning disabilities, one has an 150+ IQ
•Students are very competitive
Example: 4/2 Students researched their choice of environmental problems and designed inventions to alleviate them.

(4) **Have students keep up with current events and relate them to subjects under study and their own lives.**
•Meg's interest in news, cultures, religion
•The Gulf War
•Student questions and interests
•Availability of materials such as the local newspaper's "Mini-Page" on Saudi youth
Example: 11/29 Students examined lifestyle of Saudi kids and related it to their own lives and their study of deserts.

(5) **Help students recognize cultural similarities and perceive cultural differences as value-neutral rather than negative.**
•Meg's early experiences with middle class stereotyping of other cultures and valuing of tolerance
•School's "character education" program
•Students' knowledge, assumptions, experiences, curiosity and questions
Example: 10/2 Students compared San culture to their own with a discussion of looking at differences as simply different, neither good nor bad.

(6) **Provide simulated and real cross-cultural and cross-national experiences.**
•Meg's extensive travels from childhood to present
•Japanese, Pakistani and Palestinian students in class
•Students (and community) are relatively homogeneous in values, experiences, religions ethnicity, race and class.
Example: 10/3 Resource person in community came into class to share experiences, knowledge and artifacts from living in Botswana.

Barbara's Profile

Barbara taught fourth and fifth graders in a gifted education program in a suburban elementary school. She has certification in special education and elementary education, a MA in educational administration, and was in her ninth year of teaching during the study.

(1) **Guiding principle: Ask questions to get students to think critically about their world and its peoples.**
Contextual factors:
•Barbara's background in gifted education
•Barbara' interest in global issues, especially the environment
•Course of study skills
•Curricular freedom in content
Example: 2/21 Students examine an article on the issue of cattle grazing in public lands, differentiate between facts and opinions, look for inferences and synthesize information from both ranchers and environmentalists.

(2) **Help students examine multiple perspectives of an issue, event or culture.**
•Barbara's concern about developing understanding and empathy based her own early experiences
•The students' background, experiences, and interests
•The Gulf War
Example: 11/12 Students take on roles of family members and teachers of a Druze girl who is faced with the decision of whether or not to go to college.

(3) **Develop skills in divergent thinking about people, events and problems.**
•Barbara's expertise in teaching thinking skills
•Course of study skills
Example: 1/30 Students identify interrelationships and generate different solutions to several environmental problems facing the world today.

(4) **Teach students to test out hypotheses, theories, and assumptions about such topics as environment, cultural conflict, and mysteries.***
•Barbara's commitment to the scientific method
•Barbara's interest in the environment and other global issues
•Course of study skills
•Availability of instructional materials and resources
Example: 11/7 Students compare data and theories about the mysteries of the Loch Ness monster, Big Foot, the Bermuda Triangle and Easter Island.

(5) **Use a variety of instructional strategies, materials, resources and hands-on activities.**
•Barbara's concern about different learning styles and individualized instruction
•Availability of instructional materials

Example: 3/6 Students use computers, the library and other resources to develop a set of lessons on a global issue of their choice which they will teach to a younger group of students in the school.

(6) **Develop student skills in cooperation and consensus-building to address real-life problems.**
•Barbara's training in cooperative learning
•Barbara's concern for students taking action
•Barbara's interest in rainforests and environmental education
Example: 3/20 Students work together to make and sell cookies in order to purchase one-fourth of an acre of rainforest in Costa Rica as part of a global conservation effort and their study of the global environment.

(7) **Use a variety of research tools to promote investigation**
•Barbara's concern for students learning to find information
•Barbara's valuing of research
•Course of study
Example: 9/18 Students use skills in reading, observing, interviewing, etc., to find information about the legend of Big Foot.

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Jeanette's Profile

Jeanette taught sixth grader "world regions" in an urban middle school that is an international magnet school. She has certification in elementary and special education and was working on a MA in global education. She was in her 13th year of teaching at the time of the study.

(1) **Guiding principle: Begin where children are to teach basic skills on comprehending and using information and resources about the world and having them relate ideas to their own lives.**
Contextual factors:
•Jeanette's valuing/expertise in geographic skills
•Students need for organizational/study skills
•School district's competency-based testing
Example: 10/9 Students used text to find information and create a map of France's cities, agriculture and industry.

(2) **Use major integrative themes to organize content (e.g., interdependence conflict, change, culture).**
•School is international magnet school with these themes
•Sixth grade team plans major units
Example: 11/2 Jeanette shares chocolate and bread with students as she shows her slides of France as part of the school's "Interdependence Day."

(3) **Help students develop an "empathy bridge" in understanding other people's perspectives and experiences.**
•Jeanette's experiences growing up in France
•Jeanette's concern for her students' understanding other people's perspectives
•Students' views of other people and the world
•School's commitment to international understanding
Example: 1/29 Jeanette had students put themselves in position of Gussi people migrating to Nairobi.

(4) **Teach global content in a comparative framework that examines the reasons/effects of similarities and differences across nations and cultures.**
•Team's decisions and planning
•Textbook organization
•Course of study
Example: 10/23 Jeanette asked a series of questions to get students to articulate differences in the meaning of "nation" to Bedouin, Americans, and Japanese.

(5) **Spend more time on important or large countries"**
•Jeanette's valuing of certain countries
•Jeanette's knowledge and expertise
•Availability of instructional materials and resources
Example: 3/9 Jeanette structured unit so that students will spend more time on China.

(6) **Help students keep up with current events.**
•Jeanette's interest in what's going on in the world
•Student questions
•News game available through local TV station
Example: 11/2 Students played Jeopardy-type game on recent events and news stories

(7) **Use a variety of materials, people, resources, special events.**
•Jeanette's experiences/knowledge/materials from work with state Geographic Alliance
•School's commitment to securing supplementary resources
Example: 10/2 Jeanette and sixth grade team planned field trip to Japanese Tea House

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Ann's Profile

Ann taught sixth graders "world regions" in an urban middle school that is an international magnet school. She has certification in elementary education, a BA in Elementary Education and was working on MA in Global Education. Ann was in her fourth year of teaching.

(1) **Guiding principle: Teach cultures in comparison with each other and in the contexts of their physical environments.**
Contextual factors:
•Course of study
•The Sixth Grade team of teachers
•The textbook
Example: 10/16 Students researched and compared the concept of and terms used in describing "social groups" for the Japanese, Bedouin, French and Quechua and how each people's conceptualization relates or doesn't relate to their physical environments.

(2) **Help students recognize the location, the interconnections and interdependence of peoples around the world.**
•Interdependence is a major theme of the school
•Ann's concern that her students understand how peoples around the world have contributed to their lives today
•Course of study on location and map skills
Example: 9/20 Ann introduced the concept of interdependence by having students inventory where their clothes, appliances, electronics, etc. come from and then locating these countries on a map.

(3) **Focus on themes such as conflict, culture, interdependence, and technology to integrate content across disciplines, units, and cultures.**
•Course of study
•Team decision
•Student interests and motivation
•Availability of supplementary instructional materials
Example: 4/26 Students planned "fantasy" trip around the world to see the countries of their choice. They use math (expenses, kilometers), language arts (literature and writing), science (biomes), art and music as well as social studies content.

(4) **Develop in students a positive view of cultural diversity.**
•Ann's interest and expertise in Japanese cuisine
•School's major themes and special events
•Students' backgrounds and experiences
Example: 11/2 As part of the school's Interdependence Day, Ann taught the students how to make spring rolls which they ate while discussing Japanese customs.

(5) **Find ways to get students involved in the subject under study.**
•Ann's concern about motivating students
•Ann's valuing of the process of learning
•Students' interests and experiences
Example: 10/9 As part of a lesson comparing France with three other countries, two students share experiences and artifacts (such as photos of castles, a set of miniature cars) that they and their families have brought back from France.

Jessie's Profile

Jessie taught sixth graders "world cultures" in a suburban middle school. She has certification and a BA in elementary education. She was in her 19th year of teaching the year of the study.

(1) **Guiding principle: Begin with basic geographic skills in mapping, recall of locations, and relative location.***
Contextual factors:
•Course of study and text
•Students come with different backgrounds in skills and knowledge
•Jessie values knowledge of world locations
Example: 9/27 The students use orange peels and different map projections to examine the problems of portraying a spherical world on a flat surface; then they work in groups to create their own world map.

(2) **Sequence study of the world based on student interests and background.**
•Jessie's valuing of students
•Students' interests, knowledge, and experiences
•World regions as defined in Course of Study and textbook
•The growing conflict in the Persian Gulf
Example: Out of all possible world regions, the students voted for the Middle East as the first region to be studied, Australia as the second, and Europe as the third region.

(3) **Go for depth over breath in teaching about world regions.***
•Jessie's beliefs that depth of knowledge is more important than brief coverage.
•Curricular freedom to vary scope and sequence of content
Example: Jessie spent an average of six weeks on each world region and did not "cover" all regions.

(4) **Develop respect for and tolerance of other peoples' religion, customs and viewpoints.**
•Student middle class backgrounds, experiences, and sensitivities/insensitivities
•Jessie's experiences in growing up in the South and teaching African-American children and children who come from lower socio-economic backgrounds
Example: 10/23 As students discuss Muslim religious beliefs and practices, Jessie asked them to be tolerant. "Let's not criticize it; let's respect it."

(5) **Appreciate similarities across cultures and religions.**
•Jessie's concern that her students see all people as more alike than different.
•Jessie's goal of students connecting and applying knowledge from one world area to others.
Example: 1/16 Students compare the white Australians treatment of the Aborigines with white Americans treatment of Native Americans.

(6) **Foster creativity, cooperative learning, and divergent thinking in global content.**
•Jessie's concerns about developing the whole child
•Student characteristics of competition and conformity
•Course of study skills
•Interdisciplinary teaming and support
•Parental support
Example: 2/21 Students prepared for their upcoming "European Celebration Day" where they will set up booths on different European cultures, serve foods, dress from that culture, hand out information and answer questions from parents and other people in the community about what makes "their" people unique.

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Rachel's Profile

Rachel taught seventh graders "world history" in a suburban middle school. She has certification in secondary social studies and a MA in American and Chinese History. She was in her seventh year of teaching at the time of the study.

(1) **Guiding principle: Build an historical knowledge base of key facts, terms, events, people and civilizations.***
Contextual factors:
•Rachel's belief in knowledge-based instruction
•Rachel's background in history
•The course of study
•The textbook
Example: 2/14 Students use notes and text to fill in outline with answers that include the Magna Carta, King John, Parliament, tax, 100 years war, Henry Tutor, Spanish Armada, Shakespeare, etc.

(2) **Structure content into units on historical time periods and geographic regions with more time spent on more interesting and influential civilizations.***
•Rachel's beliefs about and understanding of history
•Rachel's past teaching experiences
•The textbook
•The course of study
•Student interests
Example: 10/11 Rachel noted that she spent more time on India, Buddhism and Hinduism because they are so interesting to the students and because they are in the text.

(3) **Develop a strong sense of chronology.***
•Rachel's experience as a history teacher
•The text
•The course of study
•Students' problems/lack of past experience in world history
Example: The course is structured from early man onward with major civilizations and events taught in chronological order.

(4) **Recognize cause and effect relationships, especially in terms of inventions, innovation, and change.**
•Rachel's interest in students seeing connections across historical time periods
•Rachel's concern that students understand major lessons of history
Example: 2/1 Students work in groups to research and evaluate major changes in the world since early man in (1) food and water, (2) housing and health, (3) government, law, defense, (4) transportation, energy, economics and work(5) communication and artistic expression.

(5) **Provide active learning to develop skills in critical thinking, research and presentation, and cooperation.**
•Rachel's desire to get students actively involved in learning
•A teacher workshop on implementing these ideas
•Course of study skills
•Influence of other teachers in the school and district
Example: 11/28 Students work with analogies, such as: Gautama: Buddhism as Jesus: _____? Sumerians: Cuneiform as the Romans: _____?

(6) **Supplement the text with primary sources, literature, visuals, library research, speakers, etc.**
•Rachel's own collection of materials
•Rachel's commitment to going beyond the text to provide more and better information
•Availability of resources in school and district
•Influence of sixth grade team and teachers in another middle school
Example: 4/1 Rachel taught the play "Samurai Love" to help students better understand the culture of feudal Japan.

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Glenn's Profile

Glenn taught ninth graders "world area studies" in an urban secondary school that is a magnet school for English as a Second Language. He has certification in secondary social studies, and a BA and a MA in social studies education. He was in his 18th year of teaching at the time of the study.

(1) **Guiding principle: Teach the five themes of geography as outlined by the National Geographic Society (NGS), map skills, and the relationships between people and their physical environments.***
Contextual factors:
•Glenn's interest and research in geographic education
•NGS materials through the Ohio Geographic Alliance
•Course of study
•Availability of text, other instructional materials and resources
Example: 9/19 Students explored their school building, its history and its environment in order to "think as a geographer" and identify relationships between human characteristics/activities and the physical setting.

(2) **Connect content and instructional materials to the lives and interests of the students.**
•Glenn's concern about motivating and involving students.
•Student characteristics in that they have just entered high school
•Glenn's interest in creating a community feeling within each class
•Availability of supplementary instructional materials, such as the High School Geography Project (HSGP)
Example: 1/23 Students learn about cultural diffusion by tracing the historical development and global diffusion of sports that are played in their local community.

(3) **Teach skills in critical thinking (for example, making inferences) and research.**
•Glenn's valuing of higher level thinking and independent learning
•Course of study skills (written by Glenn)
Example: 10/10 Students used information about physical locations and human characteristics to make inferences about lifestyles in Alaska.

(4) **Structure classwork so that students actively work together and make decisions.**
•Glenn's commitment to active learning, decision-making, and cooperative learning
•Students prefer active learning strategies
Example: 10/24 Students created an island on which they brought human characteristics and physical features together in harmony.

(5) **Help students understand and be tolerant of differences in culture and multiple perspectives.**
•Glenn's interest and expertise in teaching cultures
•Course of study
•Students come from many different cultures
•Availability of supplementary materials and primary sources
•Black History month
Example: 2/14 Students use primary sources to put themselves in the shoes of teenagers in different African countries in order to relate to their everyday lives.

Carol's Profile

Carol taught ninth grade "world area studies" and tenth grade "global history" in an urban high school. She has certification in secondary social studies, and a BA, a MA and doctoral work in social studies education. She was in her 23rd year of teaching.

(1) **Guiding principle: Make connections between global content and the students' experiences and interests.**
Contextual factors:
•Carol's commitment to global perspectives
•Carol's belief in making content relevant to students
•Students are ninth and tenth grade African-Americans and white students with several new immigrants from Asia and Middle East in each class
•School is an English as a Second Language (ESL) magnet school that draws new immigrants from the entire system
Example: 2/11 Carol explained her decision to spend more time on Africa because of the interests of her African-American students.

(2) **Enable students to see global interconnections, cultural diffusions, global systems and global issues through history and in today's world.**
•Carol's concern that students see the world as a system
•The course of study, written by Carol, for tenth grade global history and ninth grade world area studies (geography)
•Student characteristics of a limited view of the world
Example: 9/6 Carol divided students into regional groups (African, Asia, Europe, etc.) to compare the world's peoples in literacy, population, life expectancy, religion, wealth, food in order to begin to understand the concept of a global system.

(3) **Help students learn to appreciate other cultures and multiple perspectives in a comparative framework with special attention to non-western cultures.**
•Carol's valuing of multiple perspectives
•Students' knowledge/stereotyping of non-western peoples
•Students from other countries
•The ethnocentrism/supra-nationalism of the media
•Supplementary materials and resources including speakers, videos, simulations, decision-making scenarios.
Example: 1/28 After discussing the history of conflicts on the Middle East, the students simulate a Middle East Peace Conference by taking on characteristics and goals of Syria, Iraq, The U.S., Israel, Jordan, The U.N., England, Turkey, and the Palestinians.

(4) **Have students reflect, challenge and collect information evidence and make presentations evaluate and decisions on what they are learning about the world and its peoples.***
•Carol's valuing of student research and problem-solving
•Carol's valuing of active learning
Example: 4/17 Students examined the geography and history of an island where two groups of people are fighting over borders and they act as an "U.N." team of negotiators to settle the dispute by drawing permanent boundaries.

(5) **Provide opportunities for students to identify cause and effect relationships and turning points in both history and geography.**
•Carol's interest in student analysis of information
•The course of study
•Carol's assessment that students respond well to such activities
Example: 9/24 Students analyzed the relationships between events in the history of Latin America and current demographics, culture, political and economic issues.

(6) **Teach through a variety of strategies, materials and resources with the textbook as one of sources of information.**
•Carol's evaluation of the textbook
•Carol's research and collection of materials
•Carol's participation in inservice education and curriculum development
•Student's respond well to a variety of strategies and materials
Example: 1/23 Students read literature from Arabia, India and Persia in order to understand and appreciate their cultures.

Tina's Profile

Tina taught tenth grade "global history" in a suburban high school. She has certification in secondary social studies, a BA in social studies, and a MA in global education. She was in her seventh year of teaching at the time of the study.

(1) **Guiding principle: Make connections and identify relationships across different civilizations, time periods, and disciplines (e.g., science, religion, philosophy).**
Contextual factors:
•Tina's focus on connections and contributions throughout history
•The course of study
Example: 3/5 Tina had students analyze connections across the Glorious Revolution, American Revolution, and French Revolution.

(2) **Teach the roles and interconnections of religions, cultural diffusion, physical geography and people's desire for power in conflicts throughout history.**
•Tina's interest and expertise in world religions, cultures, politics
•The course of study
•Availability of resources, maps and atlases, videos, primary sources
Example: 10/23 Students reported on Shintoism and its influence on Japanese culture, politics and art in the past and present.

(3) **Bring into class intriguing information, anecdotes, experiences and perspective consciousness that capture student interest and bring alive people, places and events.**
•Tina's enjoyment in learning about historical figures
•The interests, motivation, and involvement of students
•Availability of supplementary materials and resources
•Students with different experiences, perspectives (e.g., Chinese-American students)
Example: 9/26 Following up on a student's question about why news reporters always stand in front of St. Basil's Cathedral, Tina told the story of the building of the church and Ivan the Terrible's blinding of the builder to keep him from designing another great building.

(4) **Have students keep up with current events.**
•Tina's valuing of reading, learning, and understanding major news events
•Tina's belief in connecting past and present
•Availability of news sources, including CompuServe
Example: All year long Tina began each class with students reporting on news stories.

(5) **Develop student skills in research, critical thinking, recall, writing, and presentation**
•Tina's valuing of student research
•Course of study
•Well-prepared, college-bound students
•Availability in school and community of excellent resources

Example: 3/14 Students choose world figure and read an autobiography or biography, other references in order to prepare a scrapbook, diary or some other visual that analyzes that person's life and contributions to history.

(6) **Have students learn facts, terms, events and very important people ("VIPs") and their significance in global history**
•Course of study
•Text
•Common tests given to all students in school who are taking Global History.
Example: 4/8 Students categorized the ideas, actions, and works of Bentham, Engels, Fourier, Marx, Mill, Owen, Ricardo, Adam Smith, and others.

(7) **Bring in multiple perspectives through literature and resource people in order to decrease ethnocentrism, build tolerance of cultural diversity and help students recognize cultural universals**
•Tina's concern over her students' ethnocentrism
•Tina's experiences in the Soviet Union
•Students' experiences and perspectives
•The homogeneous community and school (white, upper middle-class)
•Speakers
Example: 9/27 In an interview Tina described her use of Kipling's poem "We and They" to help students recognize ethnocentrism and its effects on understanding other people.

Karen's Profile

Karen taught tenth grade "global history" in a suburban high school. She has certification in secondary social studies, a MA in social studies, and was in her 19th year of teaching.

(1) **Guiding principle: Teach history through a chronological survey that emphasizes comparisons and contributions across cultures, civilizations, revolutions and the global contexts.**
Contextual factors:
•Karen's experiences in teaching and curriculum development
•Course of study (which Karen wrote)
•Common tests for all students in global history
Example: 10/3 Students identified connections between ancient Greeks and today's world in art, architecture politics and drama.

(2) **Link the major themes of culture, religion, geography and with economics, politics, and technology.**
•Karen's personal beliefs and expertise
•Karen's experiences as a curriculum coordinator
•Students' lack of knowledge about other cultures and religions
•Course of study
Example: 1/30 Students compared Phillips II's religious intolerance and political economics with the role of religion and politics in the current conflict in the Middle East.

(3) **Develop research and thinking skills through questions so that students can compare, analyze, evaluate and present information.**
•Karen's concern about students as independent learners
•The course of study
•Expectations of students and parents re preparation for college
•Availability of good resources
Example: 10/17 Karen had students write down their hypotheses about what a screen play on "Ancient Romans, Builders of an Empire" would include in preparation for viewing a video.

(4) **Build student tolerance and sensitivity to people different from themselves and help them recognize cultural universals.**
•Karen's world view
•Student experiences and beliefs
Example: 9/26 Karen described simulation of caste system whereby students drew colored paper clips and were treated differently in class according to their new caste.

(5) **Encourage cooperation and collaboration to make decisions and solve problems.**
•Karen's valuing of cooperative learning
•Students' competitiveness
•Karen's concern for student involvement and participation
Example: 2/8 Students worked in groups over a period of weeks to monitor current events in one world area and answer questions from the class.

(6) **Develop cross-cultural understanding.**
•Karen's experiences in China and the Soviet Union
•Students' lack of experience with people different from themselves.
•Students' views of peoples in other parts of the world
Example: 2/15 Karen had students examine Africa through European perspectives and expectations, then through African perspectives; she shared her own views of China before going there and how she changed those perspectives during her visit.

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Guiding Principles and Contextual Factors

Although the teachers may phrase them somewhat differently, there are some important similarities in the guiding principles that guide the decision-making of these twelve teachers and the contextual factors that the teachers identified as shaping the principles. There are also some principles and contextual factors that are unique to individual teachers. The similarities are discussed first followed by examples of the guiding principles unique to individual teachers.

(1) Guiding principle: study diverse cultures and emphasize multiple perspectives, comparisons, and tolerance

Several guiding principles are interrelated and revolve around the study of cultures. These principles include the study of one's own and other cultures, skills in recognizing and analyzing multiple perspectives, and the valuing of tolerance and cooperation. A guiding principle shared by all of the teachers was knowledge and appreciation of multiple perspectives or diverse viewpoints on issues, events, and people under study. Some teachers phrased multiple perspectives in terms of skills in perspective consciousness, the ability to recognize that other people often have views or perspectives that are different from one's own. The teachers wanted their students to appreciate the reality of diverse viewpoints and examine perspectives different from their own or U.S. government policy. Attention to multiple perspectives can be seen in the ways teachers used primary sources, literature, supplementary materials, guest speakers, or the viewpoints of different students during class.

Making comparisons across cultures was a guiding principle for many of the teachers. Cultural differences were usually taught as value-neutral. For example, differences in food, clothing or housing were taught as neither good nor bad but simply different. The teachers' knowledge goals focused on students trying to understand why people do or see things differently based on their history, geography, religion, etc. Similarities across cultures and cultural universals were stressed by the teachers as important linkages across people. Cross-cultural understanding or cross-cultural experiences were a part of the study of culture for some teachers. That is, they perceived that the purpose of studying other cultures is to bring people together through mutual understanding of beliefs, experiences and the historical contexts of people's lives.

It is difficult to separate the study of culture and multiple perspectives from the teachers' guiding principles of fostering tolerance and cooperation. Understanding of other cultures was not only an academic matter of facts to be learned. Most of the teachers relied upon cooperative learning to teach students skills in working with people different from themselves. Their holistic approach to cultural understanding fostered tolerance of differences and appreciation of commonalities within the classroom, school, and community as well as the larger world. The teaching of culture was undergirded by the assumption that understanding of one's own and others' cultures is essential in effecting

harmony and reducing conflict.

Contextual factors shaping the study of cultures, multiple perspectives, comparisons, and cooperation

There were two dominant contextual factors shaping these guiding principles. First, all these teachers were personally committed to developing tolerance and respect for views different from one's own. For many teachers this commitment has grown from their own personal cross-cultural experiences, such as growing up in Appalachia, participating in desegregation, or living in another part of the world. Appreciation of different perspectives was part of who these teachers are as people. Second, no matter what the characteristics of their school population, the teachers see their students as needing to become less ethnocentric and more empathetic with other people. Teachers in relatively homogeneous settings see the school experience as critical in helping their students understand that not everyone is like them and difference is not bad or bizarre, it is simply different. Teachers who have classes with diverse racial, ethnic or religious groups also see their influence as critical for the survival and integration of their students into the larger community and American society.

(2) Guiding principle: Use major themes to organize and integrate global content

Almost all of the teachers used major themes to integrate different disciples in their instruction. Some teachers used themes such as the environment or technology in order to integrate social studies with science, agriculture, or health. Others use themes such as religion, culture, or change in an integrated multidisciplinary approach. Literature, art, and philosophy were used to enhance history and the social sciences, most frequently geography and economics. Teachers explained integration as helping students learn by approaching the topic in many different ways and with different materials. Recurring themes such as "people's contributions to our world today" served as a constant reminder of the goals of the course and helped students organize and use large amounts of information over several weeks, a semester, or even the entire course.

Contextual factors shaping the use of major themes

The teachers' expertise, interests, or past experiences were the contextual factors that most heavily influenced planning through themes. Themes were sometimes selected by a team process or by the entire school as in the case of one of the international magnet schools. Some themes, such as culture, were chosen from the school district's course of study and honed by the interests of the teacher and his/her students. Themes were discarded or received less attention if there were few instructional materials to support them or if the students appeared to be uninterested.

(3) Guiding principle: Have students make connections across time and space

A third category of guiding principles was a focus on relationships or linkages across time and place. The teachers had different ways of articulating this goal. Carol referred to her students "seeing the big picture." Rachel spoke of "cause and effect"

relationships in history. What these teachers saw as a major goal was student understanding of the dynamic nature of change. They wanted their students to see how one event or invention leads to many changes in trade or class distinctions that lead to more and more change in governance or lifestyles. They wanted students to make connections across cultures and throughout history so that the world is seen as an interconnected system that is directly connected to historical antecedents.

Contextual factors shaping connections across time and space

There were several contextual factors influencing the goal of making connections. Many of the teachers explained it came from their own study of history, geography, or global education. Some teachers noted that the reason they wanted to teach about the world was because they believed it to be important for students to recognize how today's world was directly related to past events and the acceleration of global interdependence. The courses of study that most of the teachers were responsible for teaching also emphasized making connections across cultures and across historical periods. Since three of the teachers had written their school district's courses of study for their classes and three other teachers were in the process of revising their district's courses of study, it is not easy to distinguish between these teacher beliefs and their mandated curricula.

(4) Guiding principle: Connect content to students' lives

Most of the teachers consistently acted upon the premise that global content should be connected to the experiences and interests of the students. Many teachers decided to spend more time on a topic because their students were very interested or involved in it; or they spent less time when they perceived students as bored or uninterested. Many of these teachers made overt attempts in every lesson to relate the content under study to their students' lives.

It is quite remarkable the degree to which students affected instruction. Most of these teachers were acutely responsive to student interests, abilities, behavior, and concerns. When students were involved and excited about a topic such as the oil spill in the Persian Gulf, the teacher frequently would extend time spent in it at the cost of time for other topics. If a topic related to the background of some students, such as African history for African American students, again that topic received more attention.

Contextual factors shaping the connection of content to students' lives

Teachers believed that they increased the motivation of students to succeed in school by connecting content to student interests and experiences. Some saw connections between content and students as a way to increase their students' self-esteem as they learned that they are a part of history and the world today. Student characteristics led the teachers to connect their students to the curriculum overtly since it is easier to teach students who see the topics under study as relevant to their lives and who perceive their teachers as concerned about their questions and concerns.

(5) Guiding principle: Emphasize skills in higher level thinking and research

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One of the most consistent similarities across these teachers is their commitment to teaching students higher level thinking skills (analysis, synthesis, evaluation, etc.) and research skills (formulating questions, collecting and analyzing information and writing up findings). From elementary through high school and urban to suburban district students were asked higher level questions and expected to find, analyze and present answers. Some teachers framed the thinking and research skills within a process of decision-making or problem-solving. Although most teachers were more concerned with the use of information, some teachers highly valued the learning and recall of facts. The teachers integrated thinking and research skills with other skills (reading comprehension, writing, use of statistics and maps, categorization, presentation, etc.) into assignments and projects.

Contextual factors shaping the emphasis on skills in higher level thinking and research

Although every course of study includes skills in thinking, and research, most teachers explained their decisions based on their own (and, in some cases, their team's) beliefs that these skills were important for their students in order to prepare them for further education or adult life. Elementary teachers spoke of preparing kids for middle school, middle school teachers for high school, and high school teachers for college or adult decision-making. Many teachers explained that they had grown to appreciate these skills or had learned how to teach these skills from colleagues, administrators, or teacher education programs.

(6) Guiding principle: employ variety of teaching strategies and instructional resources

The teachers used many different teaching methods, a variety of instructional materials (data bases, primary sources, literature, videos, simulations), resource organizations (university programs, a local council on world affairs) and people (most frequently people from other countries). Most teachers required students to keep up with the news and they linked news stories to the subject under study. Since 1990-1991 was the year of the Gulf War, perhaps current events received more attention than in other years.

Part of the research design focused on selecting days for observation so that the widest variety of teaching methods could be seen over a school year. Even in April and May teachers were still asking us to come on a particular day because we still had not seen this or that strategy. Most of the teachers purposefully sought out new materials and strategies through their involvement in professional meetings, curriculum development within their school districts, and inservice education or graduate degree programs.

Contextual factors shaping the use of a variety of teaching strategies and resources

The use of a wide variety of materials, resources, and teaching strategies was most frequently explained in terms of increasing student achievement and involvement as in "helping them learn," "getting them involved," or "keeping them thinking." The teachers perceived that diverse strategies were needed to address the range in student abilities and learning styles. Some teachers used a variety of methods to individualize instruction and assessment. Other teachers were concerned about the brevity, shallowness or biases of

textbooks. For the most part the teachers used their textbooks as one of many resources. Only three teachers used it as the basic organizing structure of the course. One was teaching world history and two were teaching world regions in a district where, according to the teachers, the course of study was written directly for the text. These teachers did, however, skip certain chapters or take some out of order. Their rationale for these decisions was that some topics are more important than others based on their own values, experiences, and education.

In regards to the news as an instructional resource, several of the teachers expressed the view that keeping up with what is going on in the world was an integral part of teaching social studies. Many saw the nightly news as one way to make their subjects relevant to their students' lives. When relatives and teachers began to be called up for the Persian Gulf and the war began, the teachers explained their attention to the news in terms of responding to student fears and questions. As in other guiding principles, it is difficult to separate the teachers' valuing of current events from the teachers' valuing of student concerns and interests.

The unique quality of the profiles

For all their commonalities, each teachers' profile was unique. Some teachers had guiding principles specific to their interests in history or geography. For example, the analysis of decisions across the teachers revealed that Rachel focused much more on historical chronology in both classwork and assessment than did the other teachers. She explained her approach as based on her own undergraduate and graduate work in history which had led her to value chronology. In much the same way, geography influenced Glenn. He focused on the National Geographic Society's five themes of geography as a major factor in his design of world area studies.

Other teachers' profiles were heavily influenced by their commitment to specific educational goals or philosophy. Carl and Robert's guiding principle of students developing the ability to work independently was a major goal that affected their instruction about the world every day. As part of their philosophy in teaming in an informal classroom, the independent work encouraged students to follow up on their own interests in global topics. The independent work habits enriched the curriculum by encouraging students to explore different cultures, people, and ideas and then share what they had learned with the rest of the class.

Robert had other guiding principles that he alone followed. As part of his educational background and experiences, Robert had come to value the process of building a sense of community in the classroom. Many of his routines such the students developing their own rules, finding time each day for validations (praise for another person), or gathering together in a circle for discussion, were designed to foster a caring environment where students cooperated and helped each other in many ways every day. This sense of community also contributed to his global education goals of developing connections to other

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peoples, appreciating multiple perspectives and building tolerance.

Robert's global content was also influenced by his commitment to a literature-based approach to learning. His students read the literature of the peoples they studied. They learned about multiple perspectives, cultural diversity, and cultural universals through stories. The contextual factors influencing Robert's application of the literature-based approach were his beliefs and experiences, the support of colleagues, and the availability of large numbers of literature books through a local library.

Barbara's profile is rather unique compared to the other teachers because she is a teacher of the gifted. Her course of study mandates skills, not specific knowledge. Because of Barbara's education and experience as a gifted education teacher, she focuses first on the development of higher level thinking skills. Her attention to teaching global topics stems from her own interests and values. Her attention to global education is supported by colleagues and the school district.

Each teacher had his or her own preferences on which topics warrant more or less time and attention. Jeanette's valuing of China or Karen's valuing of the Middle Ages led to decisions to spend more time on those topics. In the same vein, Tina hurried through the Industrial Revolution and Rachel skipped over much of ancient Africa because they or their students did not value it as much as other topics.

Not surprisingly travel or living overseas did have the effect of increasing attention to that part of the world. Rachel's experiences living in Taiwan, Jeanette's childhood in France, Tina's travel in the Soviet Union or Karen's travel in China have affected their instructional decision-making. Most of these twelve teachers have traveled overseas, and all spoke of those experiences as helping them teach about culture and cross-cultural perspectives in general. In reflection they looked at their overseas experiences as major turning points in their motivation to improve their instruction about other peoples and the larger world. The teachers with extensive cross-cultural backgrounds pointed out that these experiences contributed significantly to their commitment to teaching perspective consciousness, recognition of cultural universals, and tolerance of cultural diversity.

Conclusions

Global Perspectives

These teachers are undoubtedly addressing the essential elements of a global perspective as developed in the conceptual literature over the last 25 years. As a group their strengths are teaching about human values with considerable attention to cultural universals, cultural diversity, and perspective consciousness. Perhaps the cultural element of global education is most frequently addressed because it fits so well with the content of most social studies courses.

These teachers also focus on helping students see themselves as actors affecting and being affected by an increasingly interconnected world. Teachers use student research to

get students to think about linkages. Linkages range from looking at labels on clothes and the origins of food to connections between their community and apartheid in South Africa or the issue of local coal-burning electric plants and acid rain in Canadian forests.

Some teachers also plan instruction so that students make decisions, solve problems or somehow get involved and participate in making their world a better place. Meg's students examined local environmental problems and then worked to come up with solutions to those problems. Jessie's students researched other cultures and then hosted an international day for their parents and the community to come into the school to learn about the customs of other peoples. Carol frequently used strategies where her students had to apply the knowledge and skills they were learning, such as in a simulation of a United Nations team of negotiators in a region divided by ethnic strife.

The teachers addressed the element of global systems more indirectly. Meg's focus on environmental issues and ecological systems is a good exemplar of helping young children understand the nature of a finite, closed system. In Carl's unit on technology, his fourth and fifth graders examined the effects of technological change across cultures and through history in an increasingly interconnected global system.

It should be noted that although the mandated content for these teachers' courses is conducive to teaching global perspectives, their courses of study are within the mainstream of convention in American social studies. The elements of global education discussed above are not the organizing structure of the courses of study. The mandated content did have "hooks" (for example, cultures to compare) from which global perspectives can be addressed. These teachers chose to use those hooks to teach multiple perspectives, to make connections across time and space, and so forth. In these cases it is the teachers' instructional decision-making that is critical in the teaching of global perspectives.

Teacher Decision-Making

As scholars have noted in previous studies, it is very difficult to peel back the layers of teachers' decisions and understand the reasons and contexts of those decisions. In this study the complexity and amount of data on decision-making and contextual factors were at times totally overwhelming for both researchers and teachers. However, in the final analysis there emerged some patterns across this group of twelve teachers.

There were commonalities in the scope and process of decision-making. With some variance, the teachers planned first in broad thematic units, then individual lessons, and finally they made changes during instruction based upon student actions or events such as an over-heated classroom, a fire drill, or a surprise pep rally. By the nature of our constant questioning, we found out that though a teacher may decide she is going to spend three weeks on Europe, she won't firm up the second week's plans until the end of the first week. Partly because of the nature of teaming (ten of the teachers were on some sort of a team) and partly because of their responsiveness to the actual learning of their students, most of the teachers planned over the weekend for the upcoming week and changed plans as

needed during the week based upon student progress and the inevitable interruptions of assemblies, pull-out programs, and other surprise events.

Decisions made during actual instruction usually related to getting students involved and keeping them on task. For example, teachers responded to questions, allowed more time for discussion if the students were caught up in the topic or changed a deadline if an activity was moving slowly and would need more time.

The major vehicle for monitoring student learning was teacher questioning. Teacher decision-making on questioning techniques is incredibly complex and warrants its own study. Teachers posed questions to motivate students, to place today's lesson in the context of yesterday's assignment, to check on assignments and to get students to think and use information.

There were, of course, many exceptions to these general patterns. If the teacher had exceptionally good materials, then planning might become much more well-defined and structured over a longer period of time as a simulation, multi-media mini-unit, or teaching packet was used. Sometimes a resource person or event led to the creation of a new activity over several days.

By far the most important findings to come out of this study was the concept of guiding principles that shape discrete instructional decisions. The process of categorization and recategorization of data on decisions led to patterns within each teacher's ways of thinking which came to be called guiding principles in lieu of another term. These guiding principles are not unlike the practical knowledge (Elbaz, 1983) or personal practical theories (Cornett, 1990) that other scholars have noted.

It would be difficult to identify a teacher's guiding principles from observational data alone. As the teachers in the study examined their data and the emerging patterns or principles, there was increased reflection on underlying assumptions about the world, on teaching, and on their own experiences, values, and beliefs. This process of reflection and articulation during the member checks was powerful as teachers examined their actions and pointed out relationships and incongruencies between theory and practice.

Contextual Factors

This paper has focused on major contextual factors (as opposed to all factors) in order to bring some order or priority to the very complex question of how and why instructional decisions are made. In the hundreds of answers to the general question, "What were the contextual factors influencing that decision?" or specific questions such as "Why did you choose to spend more time on China?" there are some factors that the teachers consistently viewed as more important.

Teacher beliefs, values, and experiences were identified as the most important factors in teacher decision-making. In response to question after question the teachers explained their decisions in terms of their own personal values and experiences. Looking back at the profiles, note how many contextual factors are phrased as "a belief in,"

"valuing of," "experiences in," or "concern for." Many of these personal values or experiences are natural connections between curriculum and the teachers' own lives. There are many common values and experiences across these twelve teachers. They share cross-cultural experiences and value tolerance, cultural diversity, and cooperation.

Second, student characteristics do affect teachers' instructional decisions. Students' backgrounds, their abilities and disabilities, experiences, interests, behavior, questions and responses are major factors in teachers' instructional decisions. Third, although school system or building characteristics such as mandated courses of study, magnet schools, common tests, instructional materials, libraries, and other resources do to some degree influence teachers' decisions about teaching global content, the teachers in this study rarely perceived them as negative influences. Perhaps these factors are ranked below the teacher and student characteristics because these school districts are very supportive of global education in general, and many of these teachers are on curriculum panels that create the courses of study and select instructional materials.

Each teacher has some contextual factors that are not shared by most of the teachers. For example Robert and Carl were heavily influenced by their teaming. It was a major factor in how they structured units, lessons, and each day's routine. The conflict in the Persian Gulf was a major influence on the instruction of Jessie, Meg, and Barbara. Glenn's instruction was influenced considerably by a state-wide proficiency test in citizenship. Time had to be taken away from the regular course content to review and coach the students for a test that they had to pass in order to receive a high school diploma.

The relationships between teacher beliefs, student characteristics, and global content are complex and dynamic as teachers, students and the milieu in which they operate are always changing. Events in the community and world also influence what is taught about the world. The Gulf War was a dramatic influence for these most of these teachers during 1990-1991 (Merryfield, 1993). Undoubtedly global education is fluid as it is shaped by all these contextual factors.

For all of its ambiguity and controversy in curriculum reform, there are some basic elements and goals of global education that have been accepted by these twelve teachers and integrated across grade levels and school districts. However, the contextual factors do indicate that there are a core of beliefs central to teaching global perspectives. Is the teaching of global education dependent upon the individual characteristics of teachers? These teachers see cultural diversity as positive. They believe in understanding and appreciating the perspectives of people different from themselves. They want their students to connect themselves to people, issues, problems, and events around the world yesterday, today and tomorrow. They choose to focus on skills in higher level thinking, research and decision-making. Are these beliefs prerequisite to the implementation of global education? If they are, then the implications for teacher educators and school leaders involved in global education are immense. Learning to teach global perspectives

does not simply depend upon the acquisition of new knowledge or skills, it is grounded in the teacher's own perspectives of cultural diversity and global linkages and is to some degree dependent upon a willingness to tolerate and even appreciate beliefs and behaviors quite different from one's own.

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